



KINGSTREE JUNIOR HIGH

710 Third Avenue
Kingstree, South Carolina

| | | |
|-----------------------|-----------------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 516 Students | |
| Principal | Valeria Brown | 843-355-6823 |
| Superintendent | Dr. Yvonne Jefferson-Barnes | 843-355-5571 |
| Board Chair | Mr. Kent Evans | 843-355-5571 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|----------------------|----------------|
| 2011 | Below Average | At-Risk |
| 2010 | Below Average | Average |
| 2009 | Below Average | Below Average |
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

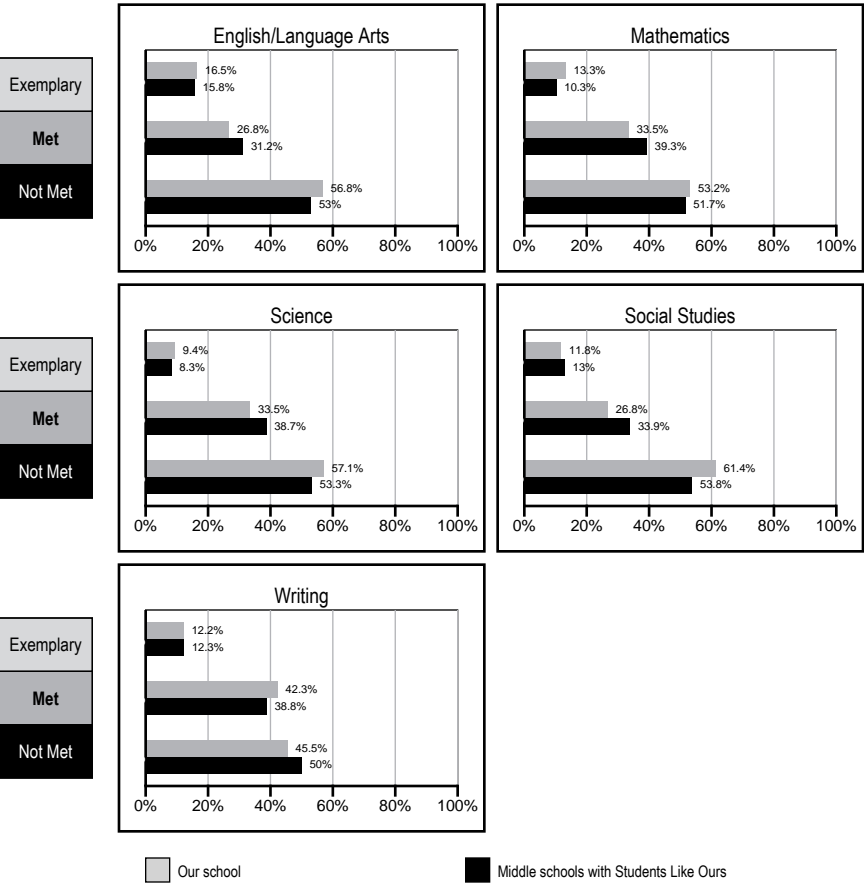
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 0 | 7 | 22 | 24 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 100.0% | 88.3% |
| English 1 | 100.0% | 86.2% |
| Biology 1/Applied Biology 2 | N/A | 22.7% |
| Physical Science | N/A | 16.8% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 100.0% | 87.3% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=516) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 44.9% | Up from 32.9% | 13.6% | 24.5% |
| Retention rate | 2.2% | Up from 0.0% | 1.0% | 0.7% |
| Attendance rate | 94.8% | Down from 95.4% | 95.4% | 95.9% |
| Served by gifted and talented program | 14.9% | Down from 19.8% | 5.4% | 17.8% |
| With disabilities other than speech | 15.9% | Down from 21.8% | 11.2% | 9.2% |
| Older than usual for grade | 4.8% | Down from 5.7% | 3.6% | 1.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.2% | 0.4% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=31) | | | | |
| Teachers with advanced degrees | 64.5% | Up from 54.5% | 59.5% | 60.0% |
| Continuing contract teachers | 48.4% | Up from 45.5% | 69.0% | 82.6% |
| Teachers returning from previous year | 70.1% | Down from 70.3% | 76.4% | 85.6% |
| Teacher attendance rate | 94.8% | Up from 92.3% | 95.4% | 95.3% |
| Average teacher salary* | \$43,084 | Up 3.7% | \$44,040 | \$46,300 |
| Professional development days/teacher | 12.9 days | Down from 13.6 days | 10.2 days | 9.9 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 28.9 to 1 | Up from 19.4 to 1 | 17.9 to 1 | 21.5 to 1 |
| Prime instructional time | 88.9% | Up from 86.5% | 89.2% | 90.1% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 83.1% | Down from 100.0% | 97.9% | 98.1% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$9,237 | Down 1.0% | \$10,504 | \$7,634 |
| Percent of expenditures for instruction** | 60.1% | Down from 68.4% | 59.8% | 64.0% |
| Percent of expenditures for teacher salaries** | 54.5% | Down from 63.9% | 55.7% | 61.2% |

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Kingstree Junior High School is to inspire and educate students, and our motto is "Excellence without Excuses." The 2010-11 school year has been an exciting and successful year as we implemented a School Improvement Grant and a 21st Century Learning Center Grant which allowed us to move forward towards academic excellence. In addition to the grants, the school has operated under the Middle School Concept to better meet the needs of the early adolescents.

Many strategies have been used this year to better meet the needs of the individual students. Students were scheduled in pods and teachers were assigned for each pod. Teachers met weekly in Team Focus Meetings to discuss data, instructional strategies, behavior issues, and other concerns that would effect the success of their students. Several intervention programs have been implemented to address the needs of students at-risk and the special education population. Professional development was provided for these programs as well as the use of direct instruction techniques school-wide. To increase students' reading proficiency, a thirty minute block of self-selected reading was scheduled four days a week with the fifth day used as a time for Advisor-Advisee sessions. The self-selected reading time was monitored using the Accelerated Reader program and incentives were given to students for earning points. Qualifying students can enroll in high school credit classes: English I, Algebra I and Keyboarding. The state end-of-course results for 2010 show that our students in English I and Algebra I have a 100% passing rate.

Kingstree Junior High strives to provide opportunities for students that will assist them in becoming well-rounded citizens. Instruction is provided in band, chorus, general music, show choir and art. Our school hosted the All County Superintendent's Art Gallery and All County Concert where a KJH student won the visual arts category for the district. Two students were selected to attend the Governor's School of the Arts and Humanities. One student was chosen to attend the Governor's School Middle School to College Program. The KJH Show Choir performs at various functions throughout the county and state during the year. The Gentlemen's Club and the Ladies' Club continue to focus on community service and character building for selected students. Other clubs and opportunities include: The Academic Challenge Team, Junior Beta Club, Student Council, Library Club, and Family Night Activities

As we continue to assist our students to achieve success, Kingstree Junior High is thankful for the support and partnerships with parents, other community members, local businesses, the school board and the dedicated School Improvement Council members.

Valeria Brown, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 28 | 136 | 89 |
| Percent satisfied with learning environment | 82.1% | 84.3% | 82.6% |
| Percent satisfied with social and physical environment | 88.9% | 75.9% | 77.9% |
| Percent satisfied with school-home relations | 71.4% | 80.6% | 84.9% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | | |
|---|--------------|-----------------|---------------------|
| | Our District | | State |
| Classes in low poverty schools not taught by highly qualified teachers | N/A | | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 9.6% | | 4.4% |
| | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 94.8% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 498 | 100 | 56.3 | 26.5 | 17.3 | 57.3 | 71.2 | 82.4 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 242 | 100 | 59.2 | 24.5 | 16.3 | 50.6 | 65.4 | 78.7 | N/A | N/A |
| Female | 256 | 100 | 53.4 | 28.3 | 18.2 | 63.6 | 77.5 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 100 | 42.1 | 26.3 | 31.6 | 63.2 | 76.8 | 88.9 | I/S | I/S |
| African American | 472 | 100 | 56.7 | 26.7 | 16.6 | 57.1 | 70.7 | 72.9 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 93 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 86.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 90 | 100 | 80.5 | 10.3 | 9.2 | 23 | 35.6 | 48.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 470 | 100 | 57.9 | 26 | 16.1 | 55.7 | 70.2 | 75.4 | No | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 498 | 100 | 52.9 | 33.5 | 13.5 | 60.2 | 67.7 | 81.9 | No | Yes |
| Gender | | | | | | | | | | |
| Male | 242 | 100 | 57.5 | 28.3 | 14.2 | 53.6 | 63.9 | 79.9 | N/A | N/A |
| Female | 256 | 100 | 48.6 | 38.5 | 13 | 66.4 | 71.9 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 22 | 100 | 63.2 | 10.5 | 26.3 | 68.4 | 71.8 | 88.9 | I/S | I/S |
| African American | 472 | 100 | 52.7 | 34.4 | 12.9 | 59.7 | 67.3 | 71.4 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 94.6 | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 80 | 81.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 90 | 100 | 86.2 | 11.5 | 2.3 | 16.1 | 29.6 | 47.3 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 470 | 100 | 54.4 | 33 | 12.6 | 58.8 | 66.8 | 74.9 | No | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|

Science

| | | | | | | | | |
|--------------|-----|------|------|------|-----|------|------|------|
| All Students | 336 | 99.7 | 56.7 | 33.4 | 9.9 | 43.3 | 46.3 | 68.6 |
|--------------|-----|------|------|------|-----|------|------|------|

Gender

| | | | | | | | | |
|------|-----|-----|------|------|----|------|------|------|
| Male | 169 | 100 | 59.5 | 29.4 | 11 | 40.5 | 47.1 | 68.3 |
|------|-----|-----|------|------|----|------|------|------|

| | | | | | | | | |
|--------|-----|------|------|------|-----|------|------|------|
| Female | 167 | 99.4 | 53.8 | 37.5 | 8.8 | 46.3 | 45.4 | 68.9 |
|--------|-----|------|------|------|-----|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|----|-----|------|------|------|------|------|------|
| White | 14 | 100 | 54.5 | 27.3 | 18.2 | 45.5 | 53.7 | 80.7 |
|-------|----|-----|------|------|------|------|------|------|

| | | | | | | | | |
|------------------|-----|------|------|------|-----|------|------|------|
| African American | 318 | 99.7 | 56.5 | 34.1 | 9.4 | 43.5 | 45.7 | 51.4 |
|------------------|-----|------|------|------|-----|------|------|------|

| | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 85.3 |
|------------------------|---|-----|-----|-----|-----|-----|-----|------|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|------|------|
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | 66.7 | 61.6 |
|----------|---|-----|-----|-----|-----|-----|------|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 70.8 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|------|------|-----|------|------|------|
| Disabled | 62 | 100 | 79.7 | 16.9 | 3.4 | 20.3 | 22.4 | 35.7 |
|----------|----|-----|------|------|-----|------|------|------|

Migrant Status

| | | | | | | | | |
|---------|---|-----|-----|-----|-----|-----|-----|------|
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 42.9 |
|---------|---|-----|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|-----|------|-----|-----|-----|-----|-----|------|
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 60.7 |
|----------------------------|-----|------|-----|-----|-----|-----|-----|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|-----|------|------|------|-----|------|----|------|
| Subsidized meals | 318 | 99.7 | 57.7 | 32.8 | 9.5 | 42.3 | 45 | 57.3 |
|------------------|-----|------|------|------|-----|------|----|------|

Social Studies

| | | | | | | | | |
|--------------|-----|-----|------|------|----|------|------|------|
| All Students | 336 | 100 | 60.8 | 27.2 | 12 | 39.2 | 49.6 | 72.5 |
|--------------|-----|-----|------|------|----|------|------|------|

Gender

| | | | | | | | | |
|------|-----|-----|------|------|------|------|------|----|
| Male | 158 | 100 | 63.8 | 24.3 | 11.8 | 36.2 | 48.8 | 72 |
|------|-----|-----|------|------|------|------|------|----|

| | | | | | | | | |
|--------|-----|-----|------|------|------|------|------|------|
| Female | 178 | 100 | 58.1 | 29.7 | 12.2 | 41.9 | 50.5 | 73.1 |
|--------|-----|-----|------|------|------|------|------|------|

Racial/Ethnic Group

| | | | | | | | | |
|-------|----|-----|----|-----|------|----|------|----|
| White | 16 | 100 | 60 | 6.7 | 33.3 | 40 | 54.5 | 81 |
|-------|----|-----|----|-----|------|----|------|----|

| | | | | | | | | |
|------------------|-----|-----|------|------|------|------|------|----|
| African American | 317 | 100 | 61.1 | 28.1 | 10.8 | 38.9 | 49.1 | 60 |
|------------------|-----|-----|------|------|------|------|------|----|

| | | | | | | | | |
|------------------------|---|-----|-----|-----|-----|-----|-----|----|
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 89 |
|------------------------|---|-----|-----|-----|-----|-----|-----|----|

| | | | | | | | | |
|----------|---|-----|-----|-----|-----|-----|-----|------|
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 69.6 |
|----------|---|-----|-----|-----|-----|-----|-----|------|

| | | | | | | | | |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 73.5 |
|-------------------------|-----|------|-----|-----|-----|-----|-----|------|

Disability Status

| | | | | | | | | |
|----------|----|-----|----|----|-----|----|------|------|
| Disabled | 63 | 100 | 77 | 18 | 4.9 | 23 | 29.7 | 40.5 |
|----------|----|-----|----|----|-----|----|------|------|

Migrant Status

| | | | | | | | | |
|---------|---|-----|-----|-----|-----|-----|-----|------|
| Migrant | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 53.8 |
|---------|---|-----|-----|-----|-----|-----|-----|------|

English Proficiency

| | | | | | | | | |
|----------------------------|-----|------|-----|-----|-----|-----|-----|------|
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 69.7 |
|----------------------------|-----|------|-----|-----|-----|-----|-----|------|

Socio-Economic Status

| | | | | | | | | |
|------------------|-----|-----|------|------|----|------|------|------|
| Subsidized meals | 320 | 100 | 61.3 | 27.7 | 11 | 38.7 | 48.7 | 62.9 |
|------------------|-----|-----|------|------|----|------|------|------|

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 164 | 97 | 44.1 | 43.4 | 12.5 | 55.9 | 67.4 | 73.2 | 94.8 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 82 | 98.8 | 52.6 | 32.9 | 14.5 | 47.4 | 61.9 | 67.2 | 94.3 | 95.8 |
| Female | 82 | 95.1 | 35.5 | 53.9 | 10.5 | 64.5 | 73 | 79.4 | 95.3 | 96 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 9 | I/S | I/S | I/S | I/S | I/S | 65.9 | 81.5 | 89.8 | 92 |
| African American | 153 | 96.7 | 45.1 | 42.4 | 12.5 | 54.9 | 67.7 | 61.3 | 95.1 | 96.3 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 87 | 88.1 | 94.2 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 92.8 | 95.5 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 72.2 | N/A | 91.9 |
| Disability Status | | | | | | | | | | |
| Disabled | 31 | 96.8 | N/AV | N/AV | N/AV | 10.3 | 19.8 | 26 | 94.1 | 94.4 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | 97 | 97 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 65.7 | N/A | 96.8 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 144 | 97.2 | 45.3 | 44.5 | 10.2 | 54.7 | 66.5 | 63.2 | 94.9 | 95.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

English/Language Arts

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 177 | 100 | 51.2 | 22.6 | 26.2 | 48.8 |
| | 8 | 172 | 100 | 53 | 31.1 | 15.9 | 47 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 159 | 100 | 61.5 | 23.7 | 14.7 | 38.5 |
| | 7 | 178 | 100 | 52.6 | 28.1 | 19.3 | 47.4 |
| | 8 | 161 | 100 | 54.9 | 27.5 | 17.6 | 45.1 |

Mathematics

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 177 | 100 | 41.7 | 40.5 | 17.9 | 58.3 |
| | 8 | 172 | 100 | 47.6 | 40.2 | 12.2 | 52.4 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 159 | 100 | 59.6 | 32.7 | 7.7 | 40.4 |
| | 7 | 178 | 100 | 50.9 | 33.3 | 15.8 | 49.1 |
| | 8 | 161 | 100 | 48.4 | 34.6 | 17 | 51.6 |

Science

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 175 | 98.9 | 39.6 | 47.6 | 12.8 | 60.4 |
| | 8 | 87 | 100 | 69.9 | 25.3 | 4.8 | 30.1 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 82 | 98.8 | N/AV | N/AV | N/AV | 23.5 |
| | 7 | 177 | 100 | 49.4 | 38.2 | 12.4 | 50.6 |
| | 8 | 77 | 100 | 51.4 | 33.3 | 15.3 | 48.6 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

Social Studies

| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 175 | 99.4 | 45.5 | 36.4 | 18.2 | 54.5 |
| | 8 | 85 | 100 | 46.9 | 45.7 | 7.4 | 53.1 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 77 | 100 | 58.7 | 37.3 | 4 | 41.3 |
| | 7 | 175 | 100 | 63.1 | 23.2 | 13.7 | 36.9 |
| | 8 | 84 | 100 | 58 | 25.9 | 16 | 42 |

Writing

| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
|------|---|-----|------|------|------|------|------|
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | 175 | 95.4 | 41.6 | 48.4 | 9.9 | 58.4 |
| | 8 | 171 | 98.3 | 36 | 50 | 14 | 64 |
| 2011 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | 164 | 97 | 44.1 | 43.4 | 12.5 | 55.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample